

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Daresbury Primary School
Number of pupils in school	180 (16 PP + 1 post LAC, funded on 12 PPG + 1 Post LAC)
Proportion (%) of pupil premium eligible pupils	9.4% (17/180)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 (3-year plan in progress)
Date this statement was published	8 th Oct 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governors' Teaching & Learning Committee
Pupil premium lead	Carolyn Roberts (Principal)
Governor / Trustee lead	Martin Pocock, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140+ £2,345 Post LAC Total £18,485
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Catch Up	£2,436
Total budget for this academic year	£22,981

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

In making our decisions about using Pupil Premium funding we have considered carefully the context of our school and the subsequent challenges faced. Research conducted by EEF has then also been used to support the decisions around the usefulness of different strategies and their value for money.

We recognise that the challenges facing our disadvantaged children are varied and some may have multiple vulnerabilities and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Improving opportunities for effectively targeted teaching and support in order to accelerate progress
- To allocate a Teaching Assistant to each class for some time each week in order to provide small group work focussed on overcoming gaps in learning
- 1-1 support focusing on any barrier to learning which may be academic or pastoral

- Additional teaching and learning opportunities provided through additional school staff or external agencies
- Subsidised access to extracurricular activities, educational visits and residential, ensuring children have first-hand experiences to apply to their learning in the classroom and an opportunity to develop wider cultural capital through Sports, Music and the Arts.
- Support for disadvantaged children to improve their behaviour including their attitude to, and behaviour for, learning.
- Support for disadvantaged children to improve their attendance and punctuality, allocating financial resources to overcoming economic barriers to learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Additional vulnerabilities as a result of SEND, including 2 EHCPs as well as students on SEND support.
2	Pupil engagement: majority of pupil premium students had limited engagement in first lockdown and some declined their place in school during second lockdown. Ongoing engagement in home learning is a barrier to learning and progress.
3	Significant economic barriers to learning in the majority of pupil premium students, exacerbated by the relative affluence of other families, which limits their access to a range of cultural capital opportunities and creates a clear divide between the experiences of the pupils.
4	Largest cohort of Pupil Premium (Year 2) have not had a full continuous year of education as a result of Covid; this has affected their Literacy standards which impacts on their overall progress and attainment.
5	Social and emotional issues amongst the PP cohort are significantly more prevalent than in the non-PP cohort.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress of PP students in line with FFT targets for Maths, Reading and Writing	3 / 4 Year 6 pupils achieve expected standard + as per FFT estimates, and move closer to FFT estimated average scaled score, currently approx. 3 points below.

Sustain and improve attendance, especially in relation to Persistent Absence	All identified PA students (PP) improve their attendance in line with targets set. Gap in attendance between PP and non-PP narrows.
Improve access to a range of wider curriculum opportunities, especially for PPG students.	All PP students consistently access a minimum of 1 additional extracurricular activity or wider curriculum provision.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4556.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a range of Phonics and reading materials to support the new statutory Phonics and Reading strategy	<p><i>'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress'</i></p> <p><i>'There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention'. (Education Endowment Foundation)</i></p>	1, 4
Additional CPD for all teachers linked to Phonics, aligned to the new SSP strategy.	<p><i>'...professional development makes a significant difference to student attainment... the effect size of professional development was 0.09 with a 95 per cent confidence interval of 0.06 to 0.13... the effect of professional development appears to be equivalent to having a teacher in the classroom with over a decade's experience.'</i> (Education Policy Institute and Ambition Institute)</p> <p><i>'Spending on improving teaching might include professional development, training and support for early career teachers...'</i></p>	1, 4

	<i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending' (EEF Pupil Premium Guide)</i>	
Quality First Teaching: CPD and personalised coaching support from DHT/T&L Lead to focus on developing metacognition and improving Quality First Teaching.	<p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' (EEF Guide to Pupil Premium)</i></p> <p><i>'The effect of having a very effective teacher as opposed to an average teacher is the same as the effect of reducing class size by ten students in Year 5 (ages 9-10) and thirteen or more students in Year 6 (ages 10-11). The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year's worth of learning under very effective teachers compared to poorly performing teachers'. (The Sutton Trust)</i></p>	1, 2, 4
Whole school literacy focus: purchase of Literacy Shed subscription and Letter Join subscription to target improvements in Writing, Reading & Handwriting	<p><i>'Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning.</i></p> <p><i>....despite our best efforts, a child from a disadvantaged background in England is still significantly more likely ... to leave primary school without securing their skills in reading and writing. The most recent data indicates around four in ten disadvantaged 11-year-olds—75,000 children—did not reach expected reading standards at Key Stage 2'. (Professor Becky Francis, EEF)</i></p> <p><i>'Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives' (Sir Kevin Collins, EEF)</i></p> <p><i>'On average, reading comprehension approaches deliver an additional six months' progress.' (EEF: Reading Comprehension Evidence Summary)</i></p> <p><i>'Improving writing is important in its own right, and has also been linked to improved reading comprehension' (EEF)</i></p>	1, 2, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6103.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Dyslexia screening materials, to support identification and requirement for targeted Literacy support.	<p><i>'For many years, the importance of early identification and intervention for children with dyslexia has been stressed'</i></p> <p><i>'...a screening tool targeting early language, literacy and communication skills has the potential to identify children who will go on to be dyslexic' (Early identification and interventions for dyslexia, M Snowling)</i></p> <p><i>'Reviews of the research on reading acquisition have consistently suggested that instructional approaches that are more explicit have the strongest impact on the reading growth of children at risk for reading disabilities such as dyslexia' (Snow et al., 1998).</i></p>	1
Pearson Literacy: Bug Club: subscription and resources to support literacy and reading interventions	<p><i>'Pearson Bug Club is shown to deliver 30 months of progress in reading in just 18 months* whilst developing a love of reading'.</i></p> <p><i>'Independent studies* have shown schools using Bug Club make more progress and that all their children have more positive attitudes to reading than schools without the resource' (Pearson/UCL Institute of Education)</i></p>	1, 2, 3, 4
Maths intervention materials for Dynamo Maths; licenses, CPD and materials	<p><i>'Without specialized intervention, most dyscalculic learners struggle with basic arithmetic in secondary school' (R. S. Shalev Child Neurol 2005).</i></p> <p><i>'Effective early intervention may help to reduce the later impact on poor numeracy skills, as it does in dyslexia' (Goswami 2006)</i></p> <p><i>'An analysis was carried out to compare the first and second assessments. The analysis showed that the percentage improvement for the combined MMR stages was 11.67% for</i></p>	1,2,4

	<i>the intervention period of 12 weeks</i> '. (Dynamo Maths)	
Reading intervention: Toe-by-Toe for the bottom 20%	<p><i>'The actual gains during the intervention represent a population shift of 1.75 standard deviations on the Neale Analysis of Reading Ability. In terms of the data above, the effect size of the intervention may be estimated at about 1.4. This suggests that the programme was extremely powerful over this short period in increasing levels of reading achievement'</i> (Toe by Toe evidence review)</p> <p><i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average'</i></p> <p><i>'Overall, evidence shows that small group tuition is effective... Once group size increases above six or seven there is a noticeable reduction in effectiveness'</i> (EEF Toolkit)</p>	1, 2, 3, 4
Y5/6 Targeted support for GPS – SPAG.com online programme	<p><i>'Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives'</i> (Sir Kevin Collins, EEF)</p> <p><i>'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.'</i> (EEF Toolkit: Digital Technology)</p>	1, 4
Additional support for Maths: supporting targeted PP students with knowledge deficits and emerging gaps post teaching.	<p><i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average'</i></p> <p><i>'Overall, evidence shows that small group tuition is effective... Once group size increases above six or seven there is a noticeable reduction in effectiveness'</i> (EEF Toolkit)</p>	1, 4
Academic Mentor (NTP): supporting Maths intervention specifically for PP but also addressing post-Covid catch up. 1:1 support.	<p><i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average'</i></p> <p><i>'Overall, evidence shows that small group tuition is effective... Once group size increases above six or seven there is a noticeable reduction in effectiveness'</i> (EEF Toolkit)</p>	1, 2, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for students to attend residential visits – Y3, Y5 & Y6 – in order to widen pupil experiences and provide cultural capital opportunities</p>	<p><i>‘(Residential trips...cost prohibited many poorer pupils from taking part. Some pupils did not have the means to access this opportunity even though they would probably have benefited most from the experiences’</i> (LKMco Think Tank/Learning Away)</p> <p><i>‘The different learning environment and deeper relationships developed on residential contributed to improved engagement with learning, including positive changes in behaviour and attendance’</i> (Learning Away)</p> <p><i>‘The most commonly reported or perceived form of impact (of residential experiences) was affective: changes in students’ confidence and self esteem; attitude changes: students felt more ‘positive’; relationship building: students formed productive peer relationships and student: staff relationships were enhanced; improvements in behaviour; greater self awareness; increased tolerance and understanding of others; increased independence and the ability to make choices; pride in accomplishments; team working and problem solving; improved technical and physical skills; and increased resilience’</i> CUREE</p>	<p>3, 4</p>
<p>Support for students to access peripatetic music lessons in order to widen pupil experiences and provide cultural capital opportunities</p>	<p><i>‘Overall, the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils’</i> (EEF: Arts Participation)</p>	<p>3, 4</p>
<p>Support for students to access wider variety/additional after</p>	<p><i>‘Sports participation interventions engage pupils in sports as a means to increasing</i></p>	<p>3, 4</p>

<p>school clubs to improve wider curriculum access and provide cultural capital opportunities</p>	<p><i>educational engagement and attainment....The overall impact of sports participation on academic achievement tends to be positive’ (EEF: Sports Participation)</i></p> <p><i>‘Poorer primary children who had taken part in after-school clubs were found to get better results at age 11 than peers from similar homes who had not...taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources’. (Nuffield Foundation 2016)</i></p> <p><i>‘Children reported greater enjoyment ratings when taking part in entertainment and culture activities (6.4 out of 7) and sports and exercise activities (6.3) than for other outdoor activities’ (ONS)</i></p>	
<p>Whole-staff CPD on de-escalation and behaviour management: ‘Team Teach’ national strategy</p>	<p><i>‘Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance’ (EEF Toolkit: Behaviour Interventions)</i></p> <p><i>‘Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning’</i></p> <p><i>‘There is no substantial disadvantage to investing in a successful behaviour culture in a school’ (Tom Bennett)</i></p> <p><i>‘A YouGov survey show that pupils are potentially losing up to an hour of learning each day in English schools because of disruption in classrooms. This is equivalent to 38 days of teaching lost per year’</i></p>	<p>4</p>
<p>Improve attendance/reduced Persistent Absenteeism through the use of EWO and associated SLA</p>	<p><i>‘There’s a clear link between poor attendance and lower academic achievement... 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C... Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years’ (NFER)</i></p> <p><i>Missing school for just a few days a year can damage pupils’ chances of gaining good GCSEs, (DfE)</i></p> <p><i>Children who started missing school at the primary level find it difficult to study as they have already developed a very poor attitude to school. ... the EWOs, will try to look for ways</i></p>	<p>1, 2, 4, 5</p>

	<p><i>to help parents get their children to school more frequently. This is particularly helpful to parents whose children miss school due to circumstances that are out of their control rather than out of choice... Getting a good education will ensure that children will have a better chance at becoming something good in the future. (CPD Online)</i></p>	
<p>Increase parental engagement and pupil engagement in home learning: subscription to SeeSaw.</p>	<p><i>Seesaw is primarily used a way to communicate with families and keep them in the loop on the learning their child is doing at school.</i></p> <p><i>'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.'</i></p> <p><i>'... increasing parental engagement in primary and secondary schools had on average two to three months' positive impact' (EEF: Parental Engagement)</i></p> <p><i>'The relationship between home and school is a powerful influence on children's learning and development, which digital technologies have the capacity to support and enhance... Digital communication therefore provides an obvious way to enhance and facilitate communication with parents and provide access to school information' (NFER)</i></p> <p>91% <i>of administrators said they saw an increase in parent involvement, and could use Seesaw data to track parent engagement. (SeeSaw)</i></p>	<p>1, 2, 5</p>
<p>Emotional Literacy Support Assistant: annual CPD, subscription and time allocated to support identified students.</p>	<p><i>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment... Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff' (EEF: Social and Emotional Learning)</i></p>	<p>2, 5</p>

Total budgeted cost: £22,981

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. *(Please note that PP numbers are extremely low, with only 1 child in Year 6, therefore cohort-level statistics within a year group are not meaningful)*

Aim:	Impact:
<p>To develop student Metacognition in order to enable them to understand how they learn, and apply strategies to enable them to learn more effectively.</p>	<p>Pupil voice survey completed in June 2021: clear feedback from pupils in relation to recall of knowledge and positive feedback on new classroom strategies being implemented such quizzing, modelling, retrieval practice. Excellent use of disciplinary language/vocabulary. Retention of knowledge significantly improved.</p> <p>KPI on FFT being used; but being developed as lockdown has impacted on curriculum coverage, therefore not fully completed – area for development for 2021/22.</p> <p>Pupil premium numbers are low and inconsistent over the year groups, with some having no PP students and others up to 4; therefore cohort level data analysis is limited in relevance. However, in KS2 the majority of PP students met expected standards in Reading and Maths, with one student exceeding in both Reading and Maths. Where a student did not meet expected standards, this was linked to SEND and FFT50 targets were well below 100. There are, however, some emerging concerns in relation to meeting FFT targets in Maths for some PP students.</p> <p>At KS2 there is a notable increase in standards of reading from initial assessments post lockdown 1 in the Autumn term, with an increase of 23% in students meeting expected standards in comparison to a 15% increase in non-PP students. Again, there are some emerging concerns in Maths for PP students, with a reduction in scaled scores from assessment 1.</p> <p>Curriculum planning – Daresbury lesson planning structure implemented. Trust 5 curriculum developed and quality assured. Knowledge organisers developed with low stakes testing/quizzing.</p> <p>Trello evidence forms highlight aspects of metacognition observed in lessons – i.e. modelling, retrieval practice and low stakes testing.</p>
<p>To develop the quality of writing in students of all ages, in line with analysis of data and identified</p>	<p>Majority of pupil premium students targeted who were underperforming prior to lockdown are now meeting FFT50 targets for writing; specifically, in Year 5.</p>

attainment weaknesses in 2019 and 2020.	
To improve the teaching of Maths in order to improve attainment and progress at KS2, which quality assurance activities suggest is an area for development, along with 2019 outcomes.	<p>Maths attainment and progress has been mixed across KS2, with approximately $\frac{3}{4}$ of PP students reaching expected standards, with one student exceeding. However, average scaled scores demonstrate that progress is slightly lower than FFT targets would suggest; therefore, Maths will become an area of focus in the forthcoming academic year for pupil premium students. At least 2 students not meeting expected standard are linked to SEND needs, though progress is still lower than expected.</p> <p>At KS1 the progress and attainment is similar, with Y2 demonstrating $\frac{3}{4}$ of students meeting expected standards and the one student not reaching this threshold linked to SEND. Progress is close to expected, with some slightly below.</p>
To improve the reading level of students to ensure they are reading at their chronological reading age and can therefore access all aspects of the curriculum effectively	<p>All KS1 students meeting expected standards, with $\frac{1}{2}$ exceeding.</p> <p>At KS2 all students are meeting expected standards in reading, with one student exceeding. SEND PP pupil is exceeding FFT target scaled scores. The majority of students are meeting or exceeding FFT targets.</p> <p>Significant impact of interventions by the academic mentor deployed to work 1:1 or in small groups – some student have made significant progression through book bands as a result of sustained intervention and support. This indicates an increased fluency with KS1 pupils.</p>
To foster a love of reading, and develop a greater number of students reading for pleasure, through intervening with reluctant readers and providing them with appropriate reading materials	<p>In KS2 the majority of PP students met expected standards in Reading, with one student exceeding. Where a student did not meet expected standards, this was linked to SEND and FFT50 targets were well below 100: pupil is exceeding FFT50 target.</p> <p>At KS2 there is a notable increase in standards of reading from initial assessments post lockdown 1 in the Autumn term, with an increase of 23% in students meeting expected standards in comparison to a 15% increase in non-PP students.</p> <p>All KS1 students meeting expected standards, with $\frac{1}{2}$ exceeding.</p>
Develop social & emotional learning to improve resilience and	<p>Fully in place.</p> <p>Pupil feedback extremely positive – enjoy the aspects of the programme such as ‘calm me time’</p>

<p>coping strategies in students</p>	<p>Staff feedback positive – consistency of approach, weekly lesson, resources & planning all used. Quality assurance activities completed by SLT to monitor implementation and quality – lesson observations and pupil voice.</p> <p>Removed some barriers to learning, removed some anxieties related to coming to school and negative feedback of school experiences to parents. Has enabled them to focus on learning. Completion of daily review for students struggling with school return post lockdown, facilitates better communication with parents and alleviates concerns.</p> <p>Increased confidence in children have been observed, specifically for the students who are less vocal/engaged. Improved their interaction between children, increasing collaborations and engagement in lessons.</p>
<p>Improve students attendance and reduce persistent absence</p>	<p>Attendance is 97.7% at the end of the year, with persistent absences at 5.8%. Significant improvement in Persistent Absence from 2019/20.</p> <p>EWO working with 2 families on attendance report and both have met their attendance targets and have improved their attendance.</p> <p>All families who have taken holidays in term time have been fined.</p> <p>Matrix has been completed and populated. Reviewed so its up to date as and when information is received from parents/students/class teachers.</p>
<p>Improve independent learning and accessibility to home and remote learning, to reduce the academic impact of absenteeism linked to Covid</p>	<p>Engagement with remote learning very high – between 84 and 91% during second lockdown, with significantly higher expectations in relation to online and remote learning across the curriculum. Pupil premium students all engaged, with additional weekly packs provided to students who could not engage with technology.</p> <p>All homework and communications is now online via seesaw as a result of increased use of technology. Bubble closures have accesses seamless blended learning.</p>
<p>Improvement pupil understanding of the</p>	<p>All PP children attended the London residential</p> <p>All PP students have accessed opportunities in the wider curriculum (music unavailable as a result of Covid).</p>

wider world and improve their cultural capital to promote aspiration and high expectation.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths Subscription for Maths to support remote learning	White Rose Maths
Primary Stars Maths KS1	White Rose Maths

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.